

# Educator Documentation Instructions

## To Begin:

- To the right of “CTESS Educator’s Documentation” click “New.”
- For each of the Standards 4, 6, 7, 8, 9 and 10, you must submit some documentation.
- If you are using the lesson plan or goal as evidence, you can simply choose “Make Selection” and click on it, then click “Add.”
- If you are using anything not inside the CTESS platform (IPLC Notes, student work, rubrics, educator statements, etc.), you click “Choose File” then “Upload the File.” The CTESS platform will support the following file types: pdf, doc(x), xls, ppt, txt, jpg, png, csv, gif, mpeg, mp4, avi.
- As you upload information into each standard, it is very helpful if you write something in the “teacher notes” about how your submission fulfills the requirements of the standard.

## Standard 4

“Makes interdisciplinary connections to purposely engage learners to integrate content knowledge”

- Submit two of the following choices:
  - a lesson plan that shows an interdisciplinary connection
  - IPLC Notes where interdisciplinary connections are shown
  - A school-wide or team goal that indicates interdisciplinary connections (It helps if you can explain how this goal was implemented and carried out in your classroom.)
  - A project or large assignment that requires students to use interdisciplinary connections

## Standard 6

“Uses effective feedback practices in the instructional setting to provide timely and descriptive feedback that will promote quality student work”

- Teacher effectiveness on this standard is predominantly determined by the IPOP; however, if you feel that your most effective feedback is given through feedback on student work, you may submit documentation to show that rubrics are used at least twice within a unit of study.
- *If you feel that the IPOP will sufficiently show you as giving effective feedback to students, you do not need to submit anything for this standard.*
- The *optional* documentation might include
  - A unit plan that includes at least two rubrics
  - A detailed rubric for a large student assignment; be sure to indicate how often it was shared with students in a given unit of study
  - IPLC Notes that clearly show the use of rubrics as part of your planning

## Standard 7

“Provides students with meaningful opportunities to engage in higher level thinking to solve applied problems using academic skills such as analyzing, synthesizing and decision making”

- Required:
  - Submit one example of student work tied directly to one of your lesson plans showing that the DOK 3 or 4 level task/activity was implemented
- Submit one of the following:
  - Lesson plan that corresponds with the above student work
  - Rubric for grading the above student work that clearly outlines the expectations needed to reflect a DOK level 3 or 4

### **Standard 8**

“Independently and collaboratively uses assessment data to document student progress to promote student growth of all”

- Both of the following are required:
  - Lesson plan that shows assessing for student learning and checking for understanding
  - IPLC Notes with evidence that formative assessments are used to guide instruction

### **Standard 9**

“Designs, adapts and delivers appropriate and challenging learning experiences based on students’ diverse strengths and needs”

- Required
  - Submit two lesson plans, each one showing differentiated learning experiences
- Optional (This is only necessary if a scaffolding strategy was not observed during the formal IPOP)
  - Unit of study, student assignment or student work that shows evidence of at least one scaffolding strategy used

### **Standard 10**

“Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection”

- Both of the following are required:
  - An educator statement that describes your participation in all school and district required PD and how you have implemented learned techniques and/or programs
  - An educator statement that describes your progress toward the goal you set this fall
- To be considered “Effective” submit evidence of at least one of the following:
  - Lesson Study completed for one lesson
  - Participation in HYPE as a learner (upload certificate)
  - Sharing strategies with other teachers (i.e. IPLC notes)
  - Participation on school or district committees (explain in teacher notes)
  - Membership in a curriculum-based professional organization (certificate or paid membership fees)
  - Completion of graduate level coursework (upload transcript)
- To be considered “Highly Effective” submit evidence of two of the following:
  - Lesson Study completed for two or more lessons
  - Help in planning and implementing of professional development
  - Leadership in a state or national professional organization (upload certificate or documentation)
  - New state or district endorsement (within the last five years; upload certificate or transcript)
  - Current Certifications (HYPE, NCLB, etc.; upload documentation)